ARCHITECTURE AT THE STEWART INDIAN SCHOOL

> Life is a building. It rises slowly day by day through the years. Every new lesson we learn lays a block on the ediface which is rising silently within us. Every influence that impresses us, every book we read, every conversation we have, every act of our commonest days, adds something to the invisible building.
>
> J.R. Miller
> The Indian Advance
> April 1, 1902

Early Appearance

The original building, a 143' x 115' two-story wood frame all-purpose educational facility, was established partially through Federal legislation introduced by U.S. Senator William Morris Stewart in 1887 with the intention of educating the Indians to allow them to become self-sustaining members of society. The initial appearance of the Stewart Institute, (as it was named in honor of the Senator) was described by its first Superintendent, W.D.C. Gibson in his first report to the Commissioner of Indian Affairs on September 7, 1891. It included the new school building, of balloon frame construction, "in an early Colonial style of architecture," (see photo #1) two dwelling houses, barn, root house, shed and chicken house, on 240 acres of land purchased from a rancher name Ross. Gibson complained that much effort was

expended in preparing the building for occupancy because it was constructed during one of the worst winters in Nevada's history and that, "the shrinkage was so great by the time the hot season set in that all of the doors and windows had to be reset."[1] Gibson then went about constructing a carpenter shop (his one authorized employee being a carpenter hired at a salary of $800.00 per year), re-siding and re-roofing the existing barn and employing the original barn siding to construct a harness and tool house. Next came a laundry, wood and coal shed and storehouse, built in wood with horizontal rustic siding and insulated with sawdust. Finally both boys' and girls' water closets, "furnished with modern apparatus, including automatic flushing." In the single two-story structure the school house contained recreation rooms, dormitories, dining room, kitchen, infirmary and rooms for employee's use. A 200' well was sunk and a wooden three-story water tower constructed with a capacity of 10,000 gallons. A wagon yard, horse corral and calf pens were built for the agricultural operation of the institution.[2]

The student body in January 1890 numbered 105 with a dormitory capacity of 100. By 1901 the enrollment had expanded to 243 and a new girl's dormitory had been constructed of wood, (see photo #3). A building was erected for an acetylene gas system to light the institution and two warehouses were completed, with the foundation for a new shop building in place which, when completed would contain space for the carpenter, tailor, blacksmith and wagon work and for shoe and harness

making. This fit with the new designation of the facility as the Carson Industrial School. During the year the school received a federal appropriation for a complete water system and a steam heating plant.

In April of 1903 the school newspaper, the Indian Advance. noted a further appropriation by Congress for an employee's building, a hospital (constructed in 1904) and general repairs and improvements to the plant. With the construction of the employee's building, Robert A. Lovegrove, the school farmer, planted a large number of Lombardy Poplars around the new buildings as shade trees complimenting earlier plantings by Stewart's first Superintendent, W.D.C. Gibson.[3] In 1906, the Virginia City and Truckee railroad established a spur at the Indian School when it drove its line south to Gardnerville. In 1915, an inspection was conducted of the re-named Carson Indian School by a Bureau of Indian Affairs Supervisor of Construction. He approved a new 20-bed sanatorium erected by a Walter B. Lovell at the western extreme of the school facility, noting that it had been "constructed in a good workman-like manner and of good material... in strict accordance with the approved plans and specifications."[4] Electric lighting had replaced the acetylene gas system throughout the complex which now contained about 21 buildings, including a large boys dormitory, a large girl's dormitory, school house and assembly hall, domestic science building, hospital, employee's building and mess, office building, shop and warehouse buildings and at least 8

residential cottages, (2 of which had been built from the remains of old warehouses): all in frame construction (see photo #2). The water and sewage systems in place were described as "modern" gravity flow type. It was noted that the new Superintendent, James B. Royce, intended to establish a hydro-electric plant in Clear Creek Canyon to the west that would develop 50 horsepower, sufficient to run all types of machinery at the school as well as powering two pumping plants in order to extend the irrigation system for the institution's agricultural development. It was also Royce's intention to continue efforts to beautify the school grounds.

During 1915 the school had a visit from Col. L.A. Dorrington,[5] Special Indian Agent for the Bureau of Indian Affairs, who reported that the major wood frame buildings were at or beyond their capacity for the enrollment and that most were in need of extensive repair. He noted that many additions had been made to the structures over time to allow for the increase of the student population (see photo #4). He evidenced poor ventilation, dark halls and rooms, unsanitary baths and toilets and a dangerous fire condition both because of the nature of the construction and the inadequate fire protection system, (a volunteer fire brigade made up of instructors and students with antiquated and insufficient equipment, poorly drilled). He called for a single central heating system to replace the four separate plants about the campus, fire escapes, a better organization of the fire brigade, and the development of a power and pumping plant. The old main

building was described as wholly unfit for any purpose and abandonment was recommended at the earliest possible date.

Superintendent Royce's Improvements

One of Royce's improvements was the physical movement of many of the small frame residences from their original sites to a location along the west side of Wa-Pai-Shone Avenue north of present building #44 and the razing of old and useless structures from proximity of the major institutional buildings, reducing the fire hazard to the school plant (see photos # 5 and 6). Dorrington noted in a second visit in 1917 that the Construction Division of the Bureau of Indian Affairs had submitted plans and estimates for the upgrading of the school that would cost at least $50,000, but stated that the institution had earned and deserved the expenditure and should be increased to a capacity of 500 students.[6] Improvements continued under Royce's administration until 1919 when the Superintendent and his women's matron succumbed to influenza while trying to aid students stricken with the viral disease.

Administration of Frederick Snyder

Frederick Snyder had matriculated through the Bureau of Indian Affairs from a school teacher to vice principal in the Phoenix and Santa Fe areas before accepting his assignment as Superintendent at Stewart in 1919. What he inherited upon his appointment was a collection of aging wood frame buildings, some dating as far back as the 1890's and all

in a state of deferred maintenance. From its inception in 1890 the school's physical plant could never seem to keep up with its growing student population. Federal appropriations for new construction were slow in coming and meager in budget. Much that had been accomplished in keeping the facility in one piece had come from local initiative and field expedient means through the efforts of vocational instructors, staff and student labor.

Snyder's principal concern was the life safety of his students and faculty, housed in these fire-prone buildings. He was also interested in creating a happy environment for his pupils through a beautiful campus setting. Having noticed in his walks through the northern Nevada countryside the variety of color and shape in the rock strewn landscape he determined to build any new structures at Stewart in stone. According to Snyder, "They look so much better and last so much longer than frame buildings, and there is no great problem of upkeep."[7] Of primary importance to the Superintendent was the construction of a new dining hall; the existing facility was designed to handle 200 students and was at the time feeding almost 400.

Although the majority of Snyder's building material was collected randomly throughout the state, the cut sandstone for the dining room and kitchen came from one of the most historically colorful structures in Carson City. On the second of February in 1923 the Carson City Daily Appeal noted in a page one article that the famous Benton Stable had

been condemned as unsafe and was to be demolished. Located at the northeast corner of Third and Carson Streets, across from the state capitol building, these stables had once been the most fashionable in Nevada, and were renowned for their excellent blooded stock.[8]

Jim "Doc" Benton, the proprietor was a native of New York State. He came to Nevada after serving as a surgeon in the Civil War to engage in mining and milling. In 1867, he purchased the property, one of the oldest buildings then in Carson City, (probably built by Abe Curry from his sandstone quarry east of town) and made additions to the structure as his business developed. Benton's stage company is probably best remembered for its "master whip", Henry J. "Hank" Monk,[9] the man who gave Horace Greeley his memorable stage ride across the Sierra Nevada's in 1859. Monk joined Benton in the early 1870's after the Virginia and Truckee Railroad all but eliminated stage travel through the Washoe Valley, continuing his boisterous career on Benton's Glenbrook and Lake Tahoe run.

How Frederick Snyder obtained the stone from the Benton Stable is unknown. But the traditional Beaux Arts design for the cross-axial dining hall which was constructed from the Benton material, probably came from the Construction Division of the Bureau of Indian Affairs, or from the Bureau's field office in Albuquerque, New Mexico. Its Beaux Arts plan suggests the prevailing conservative governmental approach to institutional building. When one compares it to its immediate predecessor, the new stone administration building, a rambling "rustic" vernacular structure designed by Snyder to suit the

campus setting rather than accepted bureaucratic taste, it is easier to understand the Superintendent's commitment to humanizing the educational environment by localizing its architectural expression.[10]

This is meant in no way to criticize the quality of the dining hall (see elevation #4) which was realized in an aesthetic commensurate with Snyder's vision. The Superintendent noted in his annual report for 1923 that:

> A dining room and kitchen is now in the course of construction. This is being built of gray sand stone, enlivened with red stone in the corners of the building and in the arches above the doors and windows... The building presents a very solid and substantial appearance and adds much to the appearance of the school grounds.[11]

The red sandstone trim came from the quarry of Jim Christopher, Stewart's master stonemason.

Snyder was fortunate to have available for the task of building his first stone structures a skilled master stonemason in Jim Christopher. Little is known of Christopher or his career in Carson City except that he may have originally come from Kansas where his forbearers had been stonemasons and he worked with his brother George and a brother-in-law in a small contracting firm that also run a quarrying operation south of Virginia City on the Carson River. Christopher was an older man at the time of his first association with Snyder and the Stewart campus, and he was hired on a piecework basis rather than as a full-time employee. It is interesting to note that Christopher, despite this hiring procedure, was responsible for supervision or construction of most of the 60 +

stone buildings built on Campus from 1922 to 1938 or '39, the year he was killed in a pedestrian accident.

Jim Christopher's trademark at Stewart, or perhaps more appropriately his signature, appears in the stonework of the arches and hand-finished lintels found throughout the stone buildings on campus.[12] After his death, pre-formed concrete was employed for the lintels, either with a smooth or molded surface, suggestive of voussiors. This was the case because the remaining Indian stonemasons, either student apprentices or Hopi and Pima, contract tradesmen from the southwest, were unfamiliar with the process, having come from a different tradition of working with stone.

The new administration building with its randomly coursed multicolored native stone, was enlivened by the use of lamp-black in the tuck pointing mixture to bring out the individual characteristics of each stone.[13] It received immediate and favorable attention by the Bureau and the general public alike, making Stewart a tourist attraction as well as an educational complex. Only a few new buildings were constructed in Snyder's preferred "rustic" style -- including his own Superintendent's quarters (see photo #9), before the Construction Division returned to the more formal Beaux Arts institutional planning for the school. However, all of these buildings were realized in the multicolored native stone that Snyder had introduced to the campus, with the last construction in this mode completed by Hugh Tyler, the school's vocational supervisor in 1956.

The raw material for these exceptionally handsome

structures was gathered by students and staff from all over the state. On truck deliveries to outlying reservations, the driver was required to return with a load of any interesting colored stone that might be found in that locality. Friends, like the Episcopal minister Mr. Hersey, assisted in the collection of these rocks that ultimately represented and exhibited the geologic history of Nevada as the surface of the school's physical plant.[14] Stones came from as far south as Bridgeport in California and east as Elko.

Method of Construction

The unreinforced load bearing walls of this generally one-story style averaged about 22" in width in the early buildings. The walls were toed and tied together with the stones used in their construction. Foundations were about 24" in depth and the interior and roofs were frame. In the interest of economy and to better meet the climatic needs of the institution, fenestration was usually in a small-paned metal framed industrial casement window. In the 1930's the wall thickness went up to 24" and 3/4" anchor pipes or bolts were inserted about every 6' which tied the top plate for the frame roof into the bearing walls.[15] A plaster coat was applied between the interior rock wall and the balloon frame of the finish wall.

Campus Expansion

During Superintendent Snyder's tenure, the majority of construction concentrated on the site of the earlier wood frame complex, roughly the area bounded by Stewart Avenue on

the north, Mark Twain Avenue on the east, Wa-Pai-Shone Avenue on the west, and a little south beyond what would become Gibson Avenue (see site plan #1). A Baptist mission bordered the school to the north (a chapel, rectory and garage were constructed in 1940 and after on a location that had previously been Snyder's greenhouse complex).[16]

Landscape Setting

Frederick Snyder was as much a gardener as he was educator and administrator. When he began his campus development he also instituted a planting program. By the time of his retirement in 1934 the Carson Indian School, by which name it was then known, was the garden spot of Nevada and the showplace of the off-reservation school system. A feature writer for the Carson City Appeal in June of 1927 commented on the development at Stewart:

> By fall each season the Indian School grounds outrival any grounds in the state, as there is over a mile of flower beds. There will be the same condition this summer and fall... During the past few years a number of stone buildings have been erected on the grounds. The first was the office building put up as an experiment and the stone masonry is composed of selected rocks of all colors and shapes, making one of the most attractive small buildings to be found in the state... The large hall (auditorium) is composed of the same masonry and a bungalow has been erected on the same lines of building plan, making a group of buildings that are the envy of every civic center...if Uncle Sam will furnish the funds Mr. Snyder will turn over to the government the finest set of fire proof buildings of any such agency in the United States.[17]

During Snyder's tenure the grounds of the Stewart Indian School reached their height. Fully one mile of flower beds at

least ten feet wide lined the streets of the educational complex. These horticultural delights were maintained by staff and students alike and developed great interest in the educational plant as a scenic wonder in northwestern Nevada. Snyder had constructed long pergolas over connecting concrete walkways to tie together most of the buildings in the northern quarter of the school grounds. This condition remained from the early 1920's to the mid-thirties, when his successor, Alida Bowler, one of the first women Indian Agency Superintendents in the Service, removed the planting beds in what may have been an economy move.[18] It is not known if the pergola's disappeared at this time but a swimming pool that Snyder had dug in front of the administration building was filled. This pool acted as a back-up reservoir in case of fire and functioned in the same manner during times of drought for campus irrigation (see photo #7). The pool had cracked twice before Ms. Bowler stopped its use. (Tennis courts built at this time in front of building #6 were still in use in 1943.)

BIA CONSTRUCTION DIVISION ASSUMES DESIGN CONTROL

By the early 1930's the design responsibility for new construction in the Construction Division of the Bureau of Indian Affairs had fallen on Carl Cederstrand, Chief Architect with the Bureau. Cederstrand had graduated from the Architectural Design School at Cooper Union in New York, completing the traditional four year curriculum in two. He worked for architectural firms in New York and Baltimore before associating with the Bureau. In Baltimore he was

instrumental in forming the Charcoal Club Atelier to allow participation in the Beaux Arts Institute of Design competitions. In 1928, he won the House Beautiful competition for fine home design and later the Chicago Tribune national competition for small houses.[19]

While with the Bureau, Cederstrand developed the first formal architectural design criteria for boarding and day school facilities in order to unify future Department school building requirements and to better facilitate the handling of school construction programs for the Bureau of Indian Affairs. Upon retirement from the Division in 1961 he was awarded a Gold Medal and Citation for Distinguished Service by the Department of the Interior.

Cederstrand transposed a more human scale to the post--Snyder Construction Division building program at Stewart. While attempting to retain the Beaux Arts formalism of the campus plan he reduced the size and institutional appearance to one of a more residential nature in keeping with Snyder's original intent (see site plans and elevations #2, 6 and 7). Even so, Cederstrand's buildings continued a "Colonial" tradition established with the original schoolhouse of 1890, a reasonable approximation of Washington's Mount Vernon. The new dormitories and staff housing units reflected the contemporary love affair of the American public with the traditional Cape Cod cottage, the only eastern establishment stylistic imposition on Snyder's original scheme (see photo #10).

In concert, the stone buildings on the Stewart Indian

School campus in their park-like setting form a unique local vernacular expression evolved out of compromises of material and style. That the mode developed some popularity outside of its major concentration on the campus can be attested to by the appearance of residential and commercial buildings in Carson City and Reno as well as a small cluster of homes at Zeypher Cove beside Lake Tahoe that employ the style to good effect. Frederick Snyder's need to create a safe and psychologically comfortable living environment for a displaced ethnic minority within the constraints of a limited federal budget and the willingness of the Construction Division of the Bureau of Indian Affairs to proceed with the experiment and expand aesthetically upon it through the sympathetic guidance of Carl Cederstrand has left, for this and hopefully future generations a physical expression of commitment to human dignity and the quality of life.

Expansion Stops

Construction at Stewart Indian School stopped during the war years with trained workmen moving into the war effort and young men enlisting for battle, however reluctantly. Although the school was active during the Second World War and more so in the post-war era, the campus no longer expanded. Instead it settled into a period of "inadequate" maintenance due mainly to insufficient funds for the upgrading of systems. The school staff and faculty continued to do most of the normal maintenance work, which was formally organized and supervised by the Carson Agency Headquarters.[20]

Last Stone Building

Hugh O. Tyler, teacher and Supervisor of Vocational Training, came to Stewart in those capacities in 1948 from a Chippewa Reservation in northern Wisconsin. In 1956, with assistance from the regular school maintenance staff and student apprentices, he constructed the last stone building at Stewart. Building #37, the product of a revision of an existing floor plan (Building #26), was a one-story residence. Tyler built his walls 18" thick with extra large fittings and stem walls, using two instead of one piece of steel through the footings.[21] The unit cost $1,600 to construct, including a refrigerator and stove. Tyler trained Navajo youngsters on-the-job, who had been sent to Stewart on a special program in 1947 (see photo #8). He was also responsible for curricula development for all off-reservation schools.

Recent Developments

In the 1960's, student enrollment began to decline, but some construction resumed at the school. Building #17, the high school, was constructed through a contract from Littleton, Colorado, where BIA and BLM had their plant management facilities. This office was responsible for the incompatible design intrusions at Stewart in the 1960's, before the school's historic and architectural significance was established. Even so, one designer in the department in 1973 who must have visited the site, responded with a beautiful and functional gymnasium in concrete slab-wall construction faced

with a compatible stone aggregate, hopefully out of respect for the school's exceptional architectural presence. In the late 1970's an inspection of the facility by BIA representatives indicated that the physical plant, except for the newer buildings, did not meet building code safety standards. Two things occurred at that time. The first was the demolition of most of the two-story stone buildings on campus, and the second was a cost estimate of eight million dollars to bring the school up to code. BIA determined it would be more cost effective to close the facility, in a declining economy, than expend the funds for continued operation.[21] It is interesting to note that Wendel L. Sandberg, the sub-contractor who removed the older two-story stone buildings, and who comes from a family tradition of stonemasonry, found the condemned structures to be of first quality construction with the rock work nested instead of staked, giving the features much more added strength against seismic action. He stated that they were as stubborn as any construction he had ever attempted to take down and in his opinion would not have fallen during an earthquake. Much of the Stewart Indian School can still be found intact in a park-like landscape setting, 3½ miles south of Carson City, Nevada (see site map #3).

FOOTNOTES

[1]W.D.C. Gibson, "Report of Stewart Institute, Carson, Nevada," September 7, 1891 (Washington: Executive House Documents, 1st Session, 52d Congress, 1891-92, Vol. 15), p. 570.

[2]Ibid.

[3]The Indian Advance, April 1, 1903.

[4]Letter from H.B. Pearis, Supervisor of Construction to the Commissioner of Indian Affairs, September 10, 1915. RG 75, RA 11; 445/M, Box 265, National Archives, FRAC, San Bruno, California.

[5]"Records of Colonel Lafayette A. Dorrington, Special Agent at Large," RG 75, RA 10; 407/F, Box 2, National Archives, FARC, San Bruno, California.

[6]L.A. Dorrington, "Inspection Report-Carson Indian School-Nevada," May 24-29, 1917. RG 75, RA 10; 407/F Box 2, National Archives, FARC, San Bruno, California.

[7]Reno Evening Gazette, January 27, 1962, p. 2.

[8]Carson City Daily Appeal, February 2, 1923, p. 1.

[9]Edward B. Scott, The Saga of Lake Tahoe (Crystal Bay, NV: Sierra-Tahoe Pub., 1957), p. 491.

[10]Interview with Margaret (Snyder) Jones, daughter of Frederick Snyder, Carson City, Nevada, November 20, 1981, interviewer Kent L. Seavey.

[11]Frederick Snyder, "Annual Report of Carson Indian School, Stewart, Nevada," June 30, 1923. RG 75, Microfilm M1011, Reel 9, Frame 806. National Archives, FARC, San Bruno, California.

[12]Interview with Joe Buckhart, former Stewart stonemason, Carson City, Nevada, December 14, 1981, interviewer Kent L. Seavey.

[13]Ibid.

[14]Interview with Margaret Hersey, Stewart Indian School Chaplain's daughter, Carson City, Nevada, November 21, 1981, interviewer Kent L. Seavey.

[15]School plans and records on file with the Bureau of Indian Affairs at Stewart campus.

[16]Buckhart, December 14, 1981.

[17]Carson City Daily Appeal, June 20, 1927, p. 1.

[18]Interview with Earl T. Laird, former band director, Stewart Indian School, Carson City, Nevada, November 20, 1981, interviewer Kent L. Seavey.

[19]Letter from Nettie N. Cederstrand to Kent L. Seavey outlining the life and work of architect Carl Cederstrand, February 2, 1982.

[20]E. Rooseman Fryer, "Circular No. 11, The Maintenance of Buildings and Utilities, Carson Indian Agency, Stewart, Nevada," March 16, 1949. RG 75, RA 8, 321/G, Box 114, National Archives, FARC, San Bruno, California.

[21]Group of undated news articles from the Reno Evening Gazette and the Carson City Nevada Appeal covering the closing of the Stewart Indian School, Stewart Indian School file, Nevada Div. HP&A, Carson City.

INVENTORY OBJECTIVES

In selecting resources for inclusion in the inventory both physical and contextual reasons have to be considered.

A comprehensive survey must first establish clear definitions, or categories of what to look for. Categorization also provides a systematic presentation format when upon completion of the survey, the inventory is put into published form. It is important to keep categories open-ended in order to be able to admit new items as knowledge grows and/or tastes develop and change. Categories should logically follow chronology or include "themes" as used in various state historic resource inventories. The following categories of cultural resources were drawn from California's Historic Preservation Element Guidelines:

> Architectural history. As many possible representatives of the diverse styles and variations of residential and commercial architecture, whether vernacular or works of identifiable artisans, master craftsmen, builders or Architects important locally or with wider significance. This category will contribute to the following "groupings" category, since a good

representation of a particular period or style might mean an entire street of such structures (of minor importance singularly, but a great importance in a cluster).

Community design and esthetic features. Objects or relationships of design interest or importance of setting. This category might include street trees, light fixtures, street graphics, street furniture, local or unusual building materials, interesting or pleasant design components, or landscape features that contribute to the "look and feel" of the community.

Cultural History. Sites and structures important to the history of the community. These sites and structures might include those associated with early or continuing cultural events such as yearly festivals, parades or theatre; those associated with literary or political figures and events; and places associated with educational, religious or ethnic groups or individuals important in the community.

Development history and industrial archaeology. Surviving sites, routes, or structures important to the early settlement, economic origins, or technological development of the locale. This category

might include such evidences of early agriculture or the mining industry, town plat indications or subdivision history, and transportation routes from paths and trails to canals, railroads, and more recent highways.

Historic districts. Groupings or structures, historic sites or features, design components, natural features and landscape architecture, or other interesting details which together create as in the instance of the Stewart Indian School, an exceptionally rich historic or cultural ambiance. Clusters of significant historic, cultural, esthetic elements will normally justify designation as a special district. Such future districts are often readily apparent to residents and are long recognized as areas of special significance. Sometimes, however, the survey will uncover unsuspected clusterings of significant structures, important historic sites and unique design elements. The survey form should be designed to address this possibility. In either a well-known or newly discovered district, informed judgement is helpful in establishing the validity of district designation.

Natural features. Hills, geological formations, bodies of water, arroyos, gorges, remaining forests

locations of prehistoric and historic Indian encampments about the periphery of the Stewart campus.

The first of these tasks could be accomplished in part through a series of interviews, or oral histories with former teachers, staff and students who attended the educational facility and could identify the locations of earlier school buildings. Archaeologists would then establish test excavations to confirm these locations. Using the same methodology with the addition of historic documentation and photography, archaeologists could locate prehistoric and historic encampments around the Stewart complex. These studies could be supplemented by archaeological surveys.

The Stewart Indian School area is known to have been the site of rabbit drives in historic times and it has been established that Indian families camped on the edges of the campus to be near and visit their children enrolled at the school. These sites might also be collected and tested to answer questions concerning cultural change among Native Americans during the historic period. Specific information about the archaeological resources of the inventory area may be obtained by qualified individuals through the Nevada State Museum, 600 North Carson Street, Carson City, Nevada 89710.

It should be noted that because of the sensitivity classification of the Stewart Indian School area, development project planning may require some form of archaeological survey to meet the cultural resources management requirements of

the National Environmental Quality Act. The following is meant to assist planners and developers in facilitating these requirements in a reasonable and expeditious manner.

ARCHAEOLOGICAL SURVEYS: Scopes of Work

There are two keys to the smooth integration of archaeological surveys with environmental impact assessments and other aspects of project planning: (1) early involvement of archaeology, and (2) choosing an appropriate scope of work.

The scopes of work outlined below are suggestions rather than directives. They have been formulated to help agencies and individuals without expertise in archaeology reach decisions about the kinds of archaeological surveys appropriate for their individual projects. For some proposed or planned actions, combinations of parts of the scopes of work outlined below will be more appropriate than any single level of investigation. Federal and state agencies make their own choices about the level of investigation necessary for their projects. Agencies involved in land modification should develop skills in meshing appropriate archaeological surveys with project planning.

A full archaeological investigation consists of four levels: reconnaissance, intensive survey, site examination, and avoidance or mitigation strategies.

Archaeological Investigations and Project Planning

Planning Stage	Archaeological Stage	Scope of Work
A. Alternative locations or alignments being considered	Reconnaissance	1. Background study 2. Literature search 3. Site records search 4. Interviews 5. Field work 6. Calculation of potential sensitivity 7. Estimate of known or expected project impact(s) 8. Report
B. Final locations or alignments chosen, or specific project designed	Intensive Survey and Site Examination	1. A.1 to A.4 above if no reconnaissance was made 2. Field Survey 3. Site examination 4. Analysis 5. Report 6. Additional material for determination eligibility for National Register 7. Mitigation, avoidance or data recovery program
C. Project scheduled for construction	Avoidance or Mitigation	1. Excavation or other mitigation action 2. Analyses 3. Report

For information on the types of archaeological reports planners can expect and ways to review and evaluate them, contact the Nevada Division of Historic Preservation and Archaeology, 201 Fall St., Carson City, Nevada 89710.

In selecting resources for inclusion in the inventory both physical and contextual reasons have been considered. Physical

reasons included those features that were exceptional, like the use of the historic Benton stables cut stone in the school dining hall. Important as well are those elements of the campus that are typical or illustrative of local form, material, construction, style or use, like the employment of multi-colored native Nevada stone for exterior wall construction. Alterations were studied as important indications of changes in regional practices or individual values, as evidenced in the BIA modifications of Frederick Snyder's design concepts.

Contextual reasons include those elements of the campus associated with an historic event or trend, (generously interpreted). Buildings associated with an important person like a known Architect or builder as is the case with the work on campus by Carl Cederstrand and Jim Christopher.

Features that function as a campus referent, to the larger external community like the school water tower and parklike landscape. These features have been divided between those that are good examples of rare, early, exceptional or endangered, or good examples of more common elements, techniques or patterns.

CHECKLIST OF CRITERIA FOR EVALUATION

Historic Considerations

Is the structure associated with the life or activities of a major historic person (more than the "slept here" type of association)?

Is it associated with a major group or organization in the history of the nation, state, or community (including significant ethnic groups)?

Is it associated with a major historic event (whether cultural, economic, military, social, or political)?

Is the building associated with a major recurring event in the history of the community (such as an annual celebration)?

Is it associated with a past or continuing institution which has contributed substantially to the life of the city?

Architectural Consideration

Is the structure one of few of its age remaining in the city?

Is it a unique example in the city of a particular architectural style or period?

Is it one of a few remaining examples in the city of a particular architectural style or period?

Is it one of many good examples in the city of a particular architectural style or period?

Is the building the work of a nationally famous Architect?

Is it a notable work of a major local Architect or master builder?

Is it an architectural curiosity or picturesque work of particular artistic merit?

Does it evidence original materials and/or workmanship which can be valued in themselves?

Has the integrity of the original design been retained or has it been altered?

Setting Considerations

Is the structure generally visible to the public?

Is it, or could it be, an important element in the character of the city?

Is it, or could it be, an important element in the character of the neighborhood (either alone or in conjunction with similar structures in the vicinity)?

Does it contribute to the architectural continuity of the street?

Is the building on its original site?

Is its present setting (yards, trees, fences, walls, paving treatment, outbuildings, and so forth) appropriate?

Are the structure and site subject to the encroachment of detrimental influences?

Use Considerations

Is the building threatened with demolition by public or private action?

Can it be retained in its original or its present use?

Does it have sufficient educational value to warrant consideration for museum use?

Is it adaptable to productive reuse?

Are the building and site accessible, served by utilities, capable of providing parking space, covered by fire and police protection, and so forth, so that they can feasibly be adapted to contemporary use?

METHOD USED

> One of the richest areas for primary research data was in the personal collections of former Stewart Instructors, staff members and students...

Although work was initiated as early as the spring of 1978 to develop a National Register Historic District nomination for the Stewart Indian School, by July of 1981 when the contract for the historic resource inventory was let, that earlier process had stalled due to HP&A office turnover and workload. There was enough information on hand in the HP&A files to create a trail to some of the resources necessary to conduct the actual inventory.

Fortunately Mr. Martin Stupich, an architectural photographer who had assisted in the Comestock Historic District program in 1979-80 was in Nevada in the summer of 1981 and was able to photographically record the existing features at the Stewart Indian School. This created an excellent visual reference early in the inventory process. Historic images of the physical plant and its setting were obtained through Mr. Perial Ellis of the BIA staff at Stewart from well maintained condition reports dating back to 1943. With the two sets of photographs in hand determination of physical changes to the structures and the campus setting was simplified. Of greater importance however was the ability through these photographs to

identify the earlier campus buildings (wood frame) and their relative locations prior to removal. Mr. James Mehring of the BIA staff came up with original blueprints of many of the stone buildings and some pre-war (WWII) site plans which helped not only verify the location of earlier buildings and their method of construction but identify the planting scheme of the campus as well (see map #4 and site plan #1). With these tools in hand it was a relatively easy task to define the physical evolution of the school.

The best archival material on the history of the school came from Record Group 75 at the Federal Archives Record Center in San Bruno, California. This rich primary resource contained annual reports of the Carson Indian School from 1910 to 1934 on microfilm (M1011) as well as a myriad of supporting documentation. Earlier and later annual reports were obtained from the government documentation sections of the Nevada State Library. The Nevada State Historical Society at Reno was of much assistance, especially in making access available to the papers of Senator William Morris Stewart. Unfortunately, the Nevada State Archives, although extremely helpful in suggesting avenues for further research, did not themselves have anything on the subject.

One of the richest areas for primary research data was in the personal collections of former Stewart instructors, staff members and students now living in the western Nevada area. In a series of interviews conducted between October

and December of 1981 not only was much unrecorded information gathered, but a network of former employees and students was discovered who offered important insight into the school and its operation from the time of Frederick Snyder to the present.

Some oral histories on these individuals have been conducted, but many more should before this excellent direct and fragile contact with the schools past is lost by attrition. Interviews were conducted with others in the Carson City area who were not directly associated with the school operation, but who have been long time researchers and collectors of local history. Mr. Victor Goodwin is an excellent representative example. He made available the run of the Genoa Weekly Courier that gave a first hand account of the building of the initial educational facility in 1889-90. In general, everyone contacted was of great assistance.

The first element of the inventory completed was a National Register District nomination, with individual building forms for all the structures inventoried. This was accomplished to facilitate the nomination process after the National Register notified the Office of Historic Preservation and Archaeology of the resources determination of eligibility.

On February 5, 1982 in regular session, the Nevada State Advisory Board on Historic Preservation and Archaeology unanimously approved the nomination for forwarding to the federal level for further review.

Local newspapers on microfilm at the Nevada State

Library, especially early copies of The Indian Advance, augmented the primary materials found elsewhere. One of the most important discoveries during this period of research was the names of BIA Construction Division employees involved with the rehabilitation of the Stewart campus in the 1930's and 40's. With the kind cooperation of the BIA Washington office and their Phoenix Area Headquarters contact was made with individuals who actually developed the earlier construction project. Sadly, Carl Cederstrand, a key figure in the process, had died about six months prior to the initiation of the inventory. His widow, however, was extremely generous with her time and was able to piece together a brief biography for this report. Although the Washington Office of the BIA was helpful when possible, they had little information on hand or in their archives to add to that already collected in Nevada.

Preparation of the geographic description of the Stewart Indian School and mapping of the resource was accomplished by Larry Wahrenbrock of Silver City, an excellent planner and skilled technician. Mr. Wahrenbrock's assistance and advice were useful throughout the project. He is currently the Building Inspector for the Comestock Historic District and an important asset in western Nevada's preservation community. Mapping for the project was facilitated by the availability of both early site plans and recent serial photographs made available by the Stewart Agency staff. In this regard, towards the end of the project the Nevada State Museum mounted an exhibition titled "The Brave New World of the Stewart Indian School"

which was supported by site plans and architectural renderings from the inventory project through the generosity of the Stewart Agency personnel.

The museum show in return offered the project access to historical photographs for this report which are acknowledged here with kind appreciation. Another visual spin-off of the inventory was the preparation of a slide presentation on the Stewart Indian School for showing at the World's Fair in Knoxville, Tennessee in the spring of 1982.

Research was conducted on the extent and nature of Nevada legislation and policy regarding historic preservation, including a review of recent cultural resource inventory work in Carson City. It was felt that incorporating existing policy and perspective from the Nevada State Preservation Plan and the Carson City work would give continuity to the study and make it a more comprehensive document.

The adaptive use portion of the inventory had to meet certain requirements placed on it by the Inter-Tribal Council to meet their actual needs, while discussion with various local and state agencies identified problems to be addressed for the larger economic community. Available documentation was used to augment these discussions, especially the Report of the Governor's Commission on the Future of Nevada.

The office of the Reno-Sparks Indian Colony Tribal Council was extremely helpful throughout the inventory process offering maximum time, material and services to assist the

project in meeting its goals as has been the staff of the Nevada Division of Historic Preservation and Archaeology, who assisted the Inter-Tribal Council of Nevada in initiating the inventory process.

CONCLUSIONS

> Nowhere in America can one find the specific architectural expression of Stewart, as it is the product of the vocational educational system developed by the institution over time, to prepare young Native Americans for a productive life in the skilled trades.

Since its establishment by the Thirteenth Legislature of the State of Nevada in 1889, and subsequent construction and opening in 1890, the Stewart Indian School has met the need for educating Native Americans in Nevada and from many other western states. Much of its historic significance lies in the fact that it is the only off-reservation Indian school in Nevada's history. According to Bill O'Driscoll, writer for the Reno Gazette Journal in a 1980 article covering the closing of the school, the educational facility has had a much deeper significance to those who have attended it. "...Stewart meant more than attending classes. It was their identity as it has been for thousands of Indians since it opened its doors in 1890." Of particular historic and cultural importance is the unique architecture that constitutes much of the complex's housing stock.

The credit for initiating the building program at Stewart must go to Frederick Snyder, Superintendent from 1919 to 1934, whose "rustic" administration building was the precursor of the more sophisticated but integrally related neo-Georgian

designs of Carl Cederstrand and his BIA Construction Division associates that constitute the Stewart vernacular mode. Snyder brought in trained stonemasons to construct the predominantly one-story, load-bearing, masonry structures, employing brilliantly colored, native Nevada stones for the facings. Students assisted the craftsmen, learning the trade on-the-job. The building program continued into the 1940's with as many as 60 or more of these beautiful craftsmanly structures ultimately replacing the earlier wood-frame buildings of the original facility. Evidence of the product of this innovative training program can be seen today, in a few remaining stone residences constructed in various parts of Carson City by former Stewart students. Sadly, the exceptional quality of these uniquely Nevadan building types are beginning to decline due to deferred maintenance and some misguided improvements. However, through a well-planned and implemented rehabilitation program, these one-of-a-kind architectural landmarks can not only be saved for the enjoyment of present and future generations, but can contribute measurably to the economic revival of this important historic complex.

The Stewart Indian School's contribution to the history of Nevada has been recognized by its designation as State Historic Landmark No. 91, and by current efforts to place the cultural resource on the National Register of Historic Places as a historic district.

Quoting from the official Nevada State Historic Preservation Plan:

> Physical evidence of Nevada's past, and man's presence in this past, are scattered and usually dwarfed by the vastness of the country. Much of the physical evidence - the Indian Settlements, exploration and pioneer trails, mining structures and boom towns, and the older parts of more permanent cities - has disappeared through weathering, neglect, calamity and demolition. Thus what remains today is but a dim reflection of a dramatic history which was only sketchily delineated in the first place... If Nevada's two worlds, (old and new) are to co-exist, and if Nevada's cultural heritage is not to be completely overwhelmed by new developments up and down the state, steps must be taken now to recognize and protect that heritage.

The plan goes on to note the importance of the historical social environment:

> Any attempt to characterize Nevada's cultural landscape must include reference to the variety of peoples who have come to the state and contributed to its life and history. This collection of peoples, their histories, and the buildings and artifacts they have left behind should be a central consideration of historic preservation in Nevada.

Recognizing the realities of contemporary life, the Historic Preservation Plan notes,

> Growth and change in the cities must occur. It is not the aim or intent of historic preservation to freeze the country in time, but rather to establish planning and development policies which provide for balanced and sensitive growth, and growth which respects and enhances, rather than destroys the significant cultural values of our communities.

Interior Secretary James Watt echoed this attitude in an interview published in the September, 1981 issue of Nation's Business entitled "I Must Search for Balance," in which he identified federal policy on the environment. As its basis, this policy requires a sound economy, orderly development of resources by all Americans now and in the future, and the wise

management of resources by both government and the private sector. It is the intent and purpose of the Alternate Use Plan in this report to conform to these stated federal objectives and those of the Nevada State Historic Preservation Plan by rehabilitating the Stewart Indian School as an important historic resource and adapting its use to the contemporary needs of Nevada.

Specific elements of the Nevada State Historic Preservation Plan that have been addressed are,

Policy 1.5

> Develop and promote new ways of thinking regarding opportunities for recycling of older buildings and conservation of older neighborhoods, not only in terms of Nevada's heritage but also in terms of employment for skilled craftsmen, and creation of new business development and tax revenue.

Policy 2.2

> Promote the conservation of significant buildings, established neighborhoods and other resources which provide continuity with the past and which contribute in a significant manner to the state's visual character and image.

Policy 2.4

> Encourage energy and building materials conservation, and increase employment opportunities

for skilled craftsmen through adaptive reuse and recycling of other buildings to meet contemporary needs.

Policy 3.3

Integrate historic preservation with housing, employment, economic development, recreation and other community assistance programs.

PRESERVATION OF THE PHYSICAL PLANT

The Stewart Indian School was closed initially because of engineering reports indicating that the facility did not meet existing seismic code and safety requirements. In fact, over the past few years, a number of historically significant stone and wood-frame structures, some dating from the establishment of the educational complex have been lost by demolition.

Code conformance has been a specific concern of historic preservation since the inception of these statutes in the early 1950's. In addressing the problem the building regulatory system has accepted the fact that in achieving stated policy goals of preservation some compromise with the requirements of health and life safety must be made. This compromise has been recognized by model code groups.

The 1978 Basic Building Code states:

Section 316.0 SPECIAL HISTORIC BUILDINGS AND DISTRICTS

316.1 Approval: The provisions of this code relating to the construction, repair, alteration, enlargement,

> restoration and moving of buildings or structures identified and classified by the state and/or local government authority as historic buildings, subject to the approval of the board of appeals when such buildings are judged by the building official to be safe and in the public's interest of health, safety and welfare regarding any proposed construction, alteration, repair, enlargement, relocation, location within the fire limits. All such approvals must be based on the applicant's complete submission of professional architectural and engineering plans and specifications bearing the professional seal of the designer.

Similarly, Section 104.(f) of the 1979 Uniform Building Code, the Building Regulatory Guide adopted by the State of Nevada, provides:

> (f) HISTORIC BUILDINGS. Repairs, alterations and additions necessary to the preservation, restoration, rehabilitation or continued use of a building or structure may be made without conformance to all of the requirements of this code when authorized by the building official provided:
>
> 1. The building or structure has been designated by official action of the legally constituted authority of this jurisdiction as having special historical or architectural significance.
>
> 2. Any unsafe conditions as described in this code are corrected.
>
> 3. Any restored building or structure will be no more hazardous based on life safety, fire safety and sanitation than the existing building.

Be that as it may, the inflated costs of preservation and rehabilitation of older structures was identified as a major factor in the difficulty in retaining viable and non-renewable housing stock by the National Commission of Urban Problems in 1968. The Commission noted,

> There is widespread recognition among code experts that current code standards, which are intended for new construction, should not be applied literally to the alteration of existing buildings. Administrators of rehabilitation programs in cities throughout

> the country have found that costs become excessive when present buildings code standards are followed.

The product of this expression came in the form of Section 903 of the Housing and Community Development Amendments of 1978, (PL 95-557) and with the preparation of Federal Rehabilitation Guidelines, (8 vol.) issued in 1980. The policy statement of the guidelines follows:

> As Congress intended, the Rehabilitation Guidelines are not a code, nor are they written in code language. Rather, they are designed for voluntary adoption and use by states and communities as a means to upgrade and preserve the nation's building stock, while maintaining reasonable standards for health and safety. The term "rehabilitation," as used in the guidelines, includes any set of activities related to the general view of existing buildings as a resource to be conserved, rehabilitated, or reused." The Statutory Guidelines for Building Rehabilitation contains enabling legislation that can be directly adopted by communities to provide the legal basis for promoting rehabilitation through more effective regulations.
>
> Statement of Purpose:
>
> The (legislative body) finds that the public health, safety, and welfare is in part dependent on the conservation, rehabilitation, and reuse of the existing building stock, including both residential and other buildings; that the application of new construction requirements and standards to the rehabilitation of existing buildings may unnecessarily increase the cost thereof; that adequate enforcement of minimum housing and other standards for safe and decent human habitation requires expenditious and cost-effective procedures for encouraging the rehabilitation of existing buildings; that rehabilitation is a major mechanism for increasing the health and safety in existing buildings; and that adequate resources in the form of public and private initiatives exist to increase and expand the incidence of rehabilitation when such rehabilitation is free of unreasonable regulatory restraint.

It is therefore the purpose of this code, to the maximum extent consistent with basic standards of human health and safety,

(1) to promote the rehabilitation of existing sound buildings by allowing for differences between rehabilitation and new construction in the application of the requirements of standards of this code;

(2) to encourage in rehabilitation the utilization of innovative and economical materials and methods of construction; and,

(3) to encourage the agencies charged with enforcement of this code, and the officers thereof,

(i) to apply the provisions of this code to rehabilitated buildings in a manner consistent with the purposes stated therein; and

(ii) to exercise discretion and employ resourcefulness in the evaluation of code compliance of rehabilitated structures, in a manner consistent with the purposes stated herein.

Although specifically not codified the tone of the Guidelines is in keeping with existing Federal policy on Regulatory Relief.

Regarding seismic safety and code requirements, an attached article from a recent issue of the Association for Preservation Technology's Bulletin, entitled "Seismic Rehabilitation of Historic Buildings: A Damage Analysis Approach" by Melvyn Green, P.E., offers an innovative approach to the problem of structural strengthening which is applicable to the proposed adaptive uses at Stewart.

FEDERAL AGENCY PARTICIPATION

In the past, some federal agencies have contended they could not expend their program funds on surveys or other preservation-related activities. Recent amendments to the National Historic Preservation Act of 1966, (PL 89-665) as amended in PL 96-515 now make federal agency participation in the preservation of historic properties an active requirement of stewardship. The new Act has established that the costs of preservation activities are eligible project expenditures in all federal undertakings. The Act also states that each federal agency should take steps to make historic preservation an affirmative policy in its activities.

There are additional provisions that protect historic properties in federal agency control by allowing leasing or transfer of such property to another agency, person or organization with reasonable costs for preservation requirements passed on to permitees.

It would be useful here to return to the Nevada State Historic Preservation Plan and its assessment of the value of historic architecture.

> Buildings or structures can be important as fine works of architecture or engineering. They also can be important because they are unusual, or because they are representative of the character of a place and time.

> The most important architecture in any community is the architecture which most powerfully helps to give it a sense of place...
>
> Older urban residential neighborhoods frequently contain important architectural examples, or examples of buildings whose styles and craftsmanship are unusual. Such buildings are important by themselves, but taken together in a neighborhood they are even more important. Together with the old street grid system which includes alleys, sidewalks, old street lights, and mature trees, an older residential neighborhood is an invaluable and irreplaceable urban resource. More important than providing options, however, the older residential neighborhood exists as a cornerstone for providing a city with its distinctive character.

The language of the Preservation Plan is in effect a description of the historic resources of the Stewart Indian School, at once a neighborhood and community, with a powerful sense of place. Nowhere in America can one find the specific architectural expression of Stewart, as it is the product of the vocational educational system developed by the institution over time, to prepare young Native Americans for a productive life in the skilled trades.

Through implementation of an adaptive use program as advocated by the Inter-Tribal Council of Nevada, the school can continue as a significant contributor, not only to Native American life but to the economic development of Nevada and the Western United States. Stewardship by the Indian community would guarantee the continued integrity of the traditions and architecture fostered by the Stewart experience.